



**St. Michael's**  
Church of England Primary Academy

# **Reading**

**Content Domain Progression of Skills**

## Reading Comprehension Progression of Skills

	Reception	Year 1	Year 2
<b>1a draw on knowledge of vocabulary to understand texts.</b>	Engage in extended conversations about stories, learning new vocabulary. Join in with repeated refrains and anticipate rhyme. Ask questions about what is happening. Recite rhymes and poems with actions. Role play and use small world toys to act / retell known stories.	Speculate about the possible meanings of unfamiliar words met in reading. Check whether the suggested meanings make sense in the context of the text. Listen to their own reading, and that of others, and make a sense check at regular intervals. Ask questions about aspects of a text they don't understand. Retell stories and parts of stories, using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text	Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage. Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, rereading to regain understanding. Ask questions about a text to ensure they understand events or ideas in a text. Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation
<b>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</b>	Engage in extended conversations about stories. Answer simple retrieval questions about what has been read (page by page and after a whole book has been read).	Answer simple questions where they recall information from a text. Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Match events to characters in narrative and detail and information to objects or topics in non-fiction.	Retrieve information from a text and represent it in a variety of forms. Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text. Locate information using contents, index, sub headings, page numbers etc..



## Reading Comprehension Progression of Skills

	Reception	Year 1	Year 2
<b>1c identify and explain the sequence of events in texts.</b>	Retell a well-known story giving the main events. Sequence images or events from a story.	Retell a story giving the main events. Sequence images or short sentences from a story. Using 'box it up' Talk For Writing strategies.	Retell a story giving the main events. Retell some important information they've found out from a text. Sequence images or short sentences from a story. Using 'box it up' Talk For Writing strategies. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.
<b>1d make inferences from the text.</b>	Engage in extended conversations about stories.	Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.	Make inferences about characters from what they say and do, focusing on important moments in a text.
<b>1e predict what might happen on the basis of what has been read so far.</b>	Predict what might happening using clues in pictures / title etc.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out.	Update and modify predictions about the events, characters or ideas in a text on a regular basis throughout their reading.



	Year 3	Year 4	Year 5	Year 6
<b>2a give / explain the meaning of words in context.</b>	<ul style="list-style-type: none"> <li>• <i>Uses text before and after the unknown word to make a sensible guess about its meaning</i></li> <li>• <i>- Uses developing knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</i></li> <li>• <i>- Uses knowledge of how a dictionary is structured to find out the meaning of new words</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses what they know about root words, prefixes and suffixes to help understand the meaning of new vocabulary</i></li> <li>• <i>- Uses a dictionary to check the meaning of new vocabulary</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</i></li> <li>• <i>- Uses a dictionary independently to check the meaning of unfamiliar word/s and explain the meaning/s to someone else</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Uses knowledge about root words, prefixes and suffixes to help understand the meaning of new vocabulary</i></li> <li>• <i>- Uses a dictionary independently to check the meaning of unfamiliar word/s and give alternative words/phrases with a similar meaning (using a thesaurus, if necessary)</i></li> </ul>
<b>Examples of questions</b>	<p>- What other words/phrases could the author have used to say/explain...?</p> <p>- Give the meaning of the word... in this sentence.</p> <p>- Can you find a word that means the same as...?</p> <p>- Can you find any other words within the word... that can help you with the meaning?</p> <p>What clues are around the sentence (before/after) which might help you understand the word/phrase?</p> <p>Find and copy one word, which means...</p>	<p>What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Can you find a word that means the same as...? - Can you find any other words within the word... that can help you with the meaning? - What does this figurative phrase (simile/metaphor/ personification) mean?</p> <p>- Find and copy one word, which means...</p>	<p>What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - Can you explain the dictionary definition of the word... in your own words? - Explain 2 things that the word XYZ suggests.</p> <p>- Find and copy one word, which means...</p>	<p>What other words/phrases could the author have used to say/explain...? - Give the meaning of the word... in this sentence. - Which word most closely matches the meaning of...? - Which word is a synonym for...? - What does the idiomatic phrase... mean? - Which words in the thesaurus most closely give the same meaning of the word... in the present context?</p> <p>- Find and copy one word, which means...</p>



	Year 3	Year 4	Year 5	Year 6
<b>2b retrieve and record information / identify key details from fiction and non-fiction.</b>	<ul style="list-style-type: none"> <li>- Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in the main text, and often use these features with minimal prompting to find answers to questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Use range of different non-fiction text features to help retrieve information from a text, and with support choose a simple way in which they could record the information they have discovered.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. - Select and sort information from a range of sources and, with minimal support, record this information.</li> </ul>	<ul style="list-style-type: none"> <li>- Retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. - Start to select information independently from more than one source and often summarise it (in note form).</li> </ul>
<b>Examples of questions</b>	<p>- How do the title/contents page/ chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where/ when does the story take place? - What did s/he/it look like? - Where did s/he/it live? - Who are the characters in the book? - What part of the story do you like best? Why? - Who do you think is the most interesting character? Why? - Where would you look to find information about...?</p>	<p>- How do the title/contents page/ chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - Where in the book would you find...? - What part of the story do you like best? Find evidence to support your opinion. - Can you find evidence from the text which shows us that the character is feeling excited/ angry/guilty?</p>	<p>- How do the title/contents page/ chapter headings/index/ glossary, etc... help me find information in this book? - Which part of the text should I use to find...? - Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? - What was revealed at... the beginning, middle, end, specific paragraph of the text? - Which of these statements is true/false? Explain. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Which part of the story best describes XYZ? Explain why.</p>	<p>- Why has the author organised the information like this? - What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done? - From whose point of view is the story told? How do you know? - At which part of the story does the atmosphere change/character realise.../action heighten? What evidence do you have to support/justify your opinion? - Which of these statements is true/false? Justify your answer. - What does the character bring to the story? - Why did the character do...? What effect did this have on the story? - Can you explain one way in which the text suggests that...? Can you say where the text tells you this? - Why did (character) do ...? What effect did this have on the story? - Can you give two reasons why (character) does / does not like ...?</p>



	Year 3	Year 4	Year 5	Year 6
<b>2c summarise main ideas from more than one paragraph.</b>	<ul style="list-style-type: none"><li>- Explains the main idea from the paragraphs just read</li></ul>	<ul style="list-style-type: none"><li>- Identifies the main ideas and key events from across a range of paragraphs</li></ul>	<ul style="list-style-type: none"><li>- Summarises the main ideas and themes explored within the wider text - Identifies at least one key detail which supports their thinking</li></ul>	<ul style="list-style-type: none"><li>- Summarises the main ideas and themes explored across the whole text read - Identifies key details which supports their thinking</li></ul>
<b>Examples of questions</b>	<p>- What's the main point in this paragraph? - Summarise the key point of this paragraph. - What is the most important event that has happened so far? Why? - What happened first in this chapter/the story? - How did the story end?</p>	<p>- What's the main point in this paragraph? - Summarise the key point of this paragraph. - How would you describe the personality of... and why? - How would you describe the beginning/middle/end of the story in 3 sentences?</p>	<p>- Summarise the paragraph/ chapter/story in your own words. - How would you summarise the paragraph/chapter in 3 words. - How would you describe the personality of... and why?</p>	<p>- Summarise the paragraph/ chapter/story in your own words. - How would you summarise the paragraph in 3 words. - What sub-headings could you give each paragraph/ section? - How would you describe the personality of... and why?</p>



	Year 3	Year 4	Year 5	Year 6
<b>2d make inferences from the text / explain and justify inferences with evidence from the text.</b>	- Makes straightforward inferences (inferring character's feelings, thoughts and motives) based on a single point of reference (about the character's actions and/or what they say) from the text	- Makes inferences based on evidence from different points in the text, primarily linked to the character's actions and behaviour	- Makes inferences drawing on evidence from across the text	- Makes clear inferences, justifying these with specific evidence taken directly from the text and/or based on implied detail
<b>Examples of questions</b>	- What does the character say/do that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you think that...? - Can you give me a specific word/phrase/sentence from the text that makes you feel ...? - What makes you think that...? - How can you tell that...? - What is the main theme of the story? - Which specific word/phrase in the text creates a happy/sad/scary mood? - What makes this a successful story? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?	- What makes you think that...? - How can you tell that...? - How does the character behave to make you think that...? - What evidence from the text can you give (from at least 2 different points) to support your thinking? - Can you find the place in the text where it reveals that the character is thinking/feeling...? - Can you find an example which shows where the main character is acting brave/foolish? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...? - Can you give me a specific word/phrase/sentence from the text that makes you think that (or feel)...?	- What makes you think that...? - How can you tell that...? - What does this word/phrase/sentence imply/reveal about the character/setting/mood/atmosphere? - Explain what... (phrase/word) suggests about... character/setting/action? - How does the blurb build up excitement and interest? - Which words/phrases does the author use to let us know how the main character is thinking/feeling? Explain. - How did the character's behaviour at this point, effect what happened later in the story? - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?	- What makes you think that...? - How can you tell that...? - Explain what... (phrase/word) suggests about... character/setting/action? - What motives do you think the character had behind...? Explain. - What assumptions can you make about...? Why? - How does the author indicate that the character feels downhearted/anxious/frustrated/regretful? - Can you find a quotation from the text which reveals...? - Why did the character behave the way they did? Did they know what would happen as a consequence of their actions? Explain. - Why do you think ...? Explain with evidence from the text. - How can you tell that ...? Explain with evidence from the text. - Which word/s give you the impression that ...?



	Year 3	Year 4	Year 5	Year 6
<b>2e predict what might happen from details stated and implied.</b>	<ul style="list-style-type: none"><li>- <i>Makes a simple and sensible prediction of what might happen next based on what is stated - When prompted, justifies the prediction based on what has happened so far</i></li></ul>	<ul style="list-style-type: none"><li>- <i>Predicts what might happen in a story, finding stated and clearly implied evidence to justify the prediction</i></li></ul>	<ul style="list-style-type: none"><li>- <i>Makes a more detailed prediction, drawing on details (stated and/or implied) from within the text to justify the prediction</i></li></ul>	<ul style="list-style-type: none"><li>- <i>Predicts what might happen from details based on character and/or setting, giving justifications by identifying specific (supportive) evidence from within the text</i></li></ul>
<b>Examples of questions</b>	- Look at the cover/title/first line/chapter headings – What do you think the story is about/ will happen next? - How has the cover/title/first line/chapter heading helped you come up with this idea? - What might happen next? Why do you think this? - What has happened so far to make you think...?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/ will happen next? - What do you think the main character might do next? Why? What clues has the author given? - What might happen next? What can you guess from what has/ hasn't been said?	- Look at the cover/title/first line/chapter headings – What do you think the story is about/ will happen next? - Why did the author choose this setting? How might this influence how the story develops? Explain. - How is the character like someone you know? Do you think they will react in the same way? Why/why not? - What evidence from the text makes you think...? - Why did the author choose this setting? How might this influence how the story develops?	- Look at the cover/title/first line/ chapter headings – What do you think the story is about/ will happen next? - Based on what you know about the main character, how might this story develop? Why do you think this? Explain. - Based on the setting of the story, how might the character behave/ think? Why do you think this? Explain. - Which quote from the text clearly explains why the character behaved in such a way? Explain your thinking. - What evidence from the text makes you think...? - Can you predict several possible outcomes and explain your answer? - If there was a sequel to this story, what might happen? Explain.



	Year 3	Year 4	Year 5	Year 6
<b>2f identify / explain how information / narrative content is related and contributes to meaning as a whole.</b>	<ul style="list-style-type: none"> <li>- Begins to use familiar non-fiction features independently to navigate through a text -</li> <li>- Identifies some basic features of organisation at sentence/text level</li> </ul>	<ul style="list-style-type: none"> <li>- Identifies basic features of organisation at sentence/text level</li> <li>- Identifies some structural choices with simple comment given</li> </ul>	<ul style="list-style-type: none"> <li>- Discusses features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness)</li> </ul>	<ul style="list-style-type: none"> <li>- Discusses and evaluates a range of features, relating to organisation at sentence/text level, and explains how these contribute to the effects achieved - Some detailed exploration about how structural choices support the writer's purpose or theme</li> </ul>
<b>Examples of questions</b>	<ul style="list-style-type: none"> <li>- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - How does the layout of the page/chapter/book help you to find information easily/quickly? - Where does it tell you...? - How could someone find out about...? - How is the layout of the book similar/different to...? - Why does the author use sub-heading? - Why do you think some of the text is printed in dark? - How has the author organised their ideas? - In what way/s do the illustrations support the ...?</li> </ul>	<ul style="list-style-type: none"> <li>- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - Why has the author written/organised the text in this way? - Why are some words in bold/italics? - What impact does the author's use of short, punchy sentences have on the reader? - Where does it tell you...? - How could someone find out about...? - How has the author organised their ideas? - How has the author structured the text? Why? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...?</li> </ul>	<ul style="list-style-type: none"> <li>- Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - How does the author use dialogue to move the action on? - Which text-type is this piece of writing? How do you know? - Which sub-headings could you give to each of these sections? - In what way/s do the illustrations support the ...? - Who do you think this information is for?</li> </ul>	<ul style="list-style-type: none"> <li>- How could this text/information be improved? - How does the layout of the text help you to find/ understand the information presented? - Why do you think the author chose to use questions/ bullet points/sub-headings/a table to present this information? - How has the author been successful in the planned purpose of the text? (Consider layout/language) - How does the author build up your understanding of the key theme/s? - Why did the author choose to start a new paragraph at this point? - In what way/s do the illustrations support the ...? - Who do you think this information is for?</li> </ul>



	Year 3	Year 4	Year 5	Year 6
<b>2g identify / explain how meaning is enhanced through choice of words and phrases.</b>	<ul style="list-style-type: none"> <li>Discusses words and phrases that capture the readers interest and imagination</li> <li>- Recognises interesting vocabulary within a text and explains why this is effective</li> <li>- Explain, in simple terms, the effect the word has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>Discusses words and phrases that capture the readers interest and imagination</li> <li>- Discusses words and phrases from a text they have read and explains how they capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and evaluates how author's use language, including figurative language, considering the impact on the reader</li> <li>- Discusses how authors use language, including figurative language, considering the impact upon the reader</li> </ul>	<ul style="list-style-type: none"> <li>Discusses and evaluates how author's use language, including figurative language, considering the impact on the reader.</li> <li>- Discusses and, with some support, evaluates how authors use some common types of literary (figurative language, imagery, analogy) or subject-specific language, considering the impact upon the reader</li> </ul>
<b>Examples of questions</b>	<p>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/ frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the description of the character tell you about how they are feeling? - How does the author get you interested in the story? - Why did the author choose the word XYZ in this sentence? - How does the author try and make the story more interesting? Explain. - Which words help the reader to...?</p>	<p>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/ frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Why do you think the author chose to use the word/s...? - As a reader, how do you feel about...? How did the author create this feeling? - How has the author made this part of the story scary/mysterious/ adventurous? Explain. - Why has the author used short sentences here? - How do feel after reading this text? How has the author made you feel this way? - What impact does the phrase ... have on the reader?</p>	<p>- Find 2 or 3 things that the author tells you about... - What does this word/phrase/sentence tell you about the character/setting/mood? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - Which figurative devices has the author used? Why? - How does the simile/metaphor/ personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author create a feeling of suspense? - Which words/phrases had most impact on you as a reader? Why? - How does the author's vocabulary choices/sentence structures make you want to keep on reading? - What impact does the phrase ... have on the reader?</p>	<p>- What does this word/phrase/sentence tell you about the character/setting/mood? - How does the author's use of vocabulary / sentence composition help to create a specific mood/atmosphere? - What other word/s or phrase/s could the author have used to...? - Which words do you think are most effective in...? Why? - How has the author made the character appear... happy/sad/ angry/frustrated/lonely/bitter, etc.? - How has the author made you, as the reader, feel...? - How does the simile/metaphor/ personification help you to understand? Why is it effective? - How does the phrase... help to make the description of the character/setting effective? - How does the author use imagery to create mood? - Does the author present information in the most effective way? Why/why not? - How else could the author have presented this information? Why might it be better/worse in this way? Explain.</p>



	Year 3	Year 4	Year 5	Year 6
2h make comparisons within the text.	<ul style="list-style-type: none"><li>Make comparisons between events in narrative, information texts or poems on the same topic or theme.</li></ul>	<ul style="list-style-type: none"><li>Collect information to compare and contrast events, characters or ideas.</li><li>Compare and contrast writing by the same author.</li></ul>	<ul style="list-style-type: none"><li>Compare the way that characters, events, ideas or themes are presented in different texts or in different versions (including in other media, e.g. film) of the same text.</li></ul>	<ul style="list-style-type: none"><li>Make comparisons and draw contrasts between different elements of a text (characters, places, events, objects and ideas) and across texts.</li><li>Investigate different versions of the same story, different books on the same topic, or different books by the same author, identifying similarities and differences</li></ul>
Examples of Child's Responses	<p>Look at the section entitled _____. Why has this been included in this text?</p> <ul style="list-style-type: none"><li>Look at the front cover of this book. What sections would you expect to find in this book?</li><li>Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?</li><li>What is the purpose of _____?</li><li>How does the layout help to _____?</li></ul>	<ul style="list-style-type: none"><li>Compare one character to another. How are they different or similar?</li><li>When might someone choose to read this book?</li><li>In what ways, is _____ like _____?</li><li>How has the author organised the text? Why?</li><li>How does the organisation of this text help us to better understand the information?</li><li>In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?</li><li>Who has the author written this text for?</li></ul>	<ul style="list-style-type: none"><li>Compare how the characters are reacting to this problem. Who deals best with the situation?</li><li>How has the character changed during the text?</li><li>Which is the most important section in this book? Justify your choice.</li><li>Compare one setting to another in the book. Why are the two settings significant to the story?</li><li>What can you tell about the viewpoint/opinion of the author on this topic?</li><li>How have your feelings about _____ changed?</li><li>What's different now about _____?</li><li>What, overall, is the effect of _____?</li><li>What was the most effective/thought-provoking moment of the story?</li></ul>	